

FIVE ESSENTIAL ELEMENTS: BUILDING SUCCESS FOR TIER 2 AND TIER 3 STUDENTS

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- **Winner notified in one week!**



LEARNER OUTCOMES

- Participants will be able to **identify the five essential elements** that support academic and behavioral growth for all students, but are especially critical for at-risk students.
- Participants will **evaluate current practice** and determine what works and what doesn't.
- Participants will **determine which next steps** are needed to create a strong system of support for students.





PLEASE TAKE NOTES AND ASK QUESTIONS

- **Think** of a tough-to-teach student in your class/school/district who is not being successful and use this as a **case study** throughout the session.
- **Write** down essential elements presented throughout the session that could **increase success** for this student.
- Please feel free to **ask questions** throughout the session.



Sample Case Study: Patrick

- Patrick was a sixth-grader who came from a single family home, where his mother was in and out of rehabilitation. I first met Patrick when he threw a desk and stormed out of a classroom, swearing and threatening his teacher and other students.
- This young man had been in 18 different schools since first grade, with a pattern of absenteeism. He was reading at a second-grade level and was at about a third-grade level in math. His behavior ranged from excessive talking to emotional outbursts, complete with furniture throwing as described above.
- In his previous schools, he made repeated visits to the office, which resulted in a succession of in- and out-of-school suspensions that only reinforced his belief that no one cared about him and the world was unfair.





PLEASE RESPOND TO THE POLL

To what extent do educators in your district/school feel they have a **SYSTEMIC** and **EFFECTIVE** way of meeting the needs of tough-to-teach students?

- 1) Not at all
- 2) To some extent
- 3) To a greater extent, but the system may be labor intensive or have limited reporting capabilities
- 4) To a great extent; student needs are being met and staff feel supported



FIVE ESSENTIAL ELEMENTS

- 1) Provide **feedback** that leads to **self-monitoring** (Hanson, 1996; Porter, 2002; Rock, 2005; Strain & Kohler, 1994; Todd, Horner & Sugai, 1999) **.73 effect size**
- 2) Build **trusting relationships** (Dubois et al., 2002; Masten & Coatsworth, 1998) **.72 effect size**
- 3) Promote **academic and behavioral engagement** (Finn, 1989; Kauffman, Kwon, Klein, & Chapman, 1999; Rumberger, 1995) **.82 effect size**
- 4) Increase student **motivation** (NBC, 2004) **.61 effect size**
- 5) Connect **school and home** (Ryan & Deci, 2011) **.57 effect size**



BUILD TRUSTING RELATIONSHIPS

Are you using a multi-tiered approach to building relationships?

- **School-wide:**
 - Meeting and greeting students (arrival areas, hallway etc.)
 - Proactively interacting and intervening with students
- **Classroom:**
 - 3:1 ratio of interactions
 - Effective feedback
- **Individual:**
 - School-based mentoring



BUILD TRUSTING RELATIONSHIPS

A mentor has been described as someone who “leaves a living legacy behind in the form of people who have benefited from the mentor's life experiences.”

– Source: Unknown



FREE MENTOR TRAINING RESOURCES

- National Mentoring Resource Center
 - *www.nationalmentoringresourcecenter.org*
- The Mentoring Partnership
 - *www.mentoring.org*
- Education Northwest
 - *www.educationnorthwest.org*



BUILD TRUSTING RELATIONSHIPS



“The entire sum of existence is the magic of being needed by just one person.”

– Cervantes, *Don Quixote*



PROVIDE EFFECTIVE FEEDBACK THAT LEADS TO SELF-MONITORING

- Behavior is shaped through **effective feedback**.
- Behavior is strengthened through **positive relationships** with adults and peers.



PROVIDE EFFECTIVE FEEDBACK

Behavior is shaped through monitoring and effective feedback (.73 effect size).

The Three Steps of Effective Feedback:

1. **Restate** the expected behavior, task or learning process- “The expectation is...”
2. **Identify** the student’s current level of performance- “This is what you did...”
3. **Describe** what the student should keep doing (exceeding or meeting) or what the student needs to do to close the gap and how s/he will be supported to do so (Sadler, 1998) – “This is what you need to keep doing...” or “This is what you need to do next...”



PROVIDE EFFECTIVE FEEDBACK

Are you using a **multi-tiered** approach when providing students feedback?

- **School-wide:**

- All staff have been **trained** on the difference between **effective** and evaluative **feedback**.
- We **collect data** on the use **effective feedback** school settings and share the findings with staff.

- **Classroom:**

- Teachers **periodically tape feedback** that they provide their students and use these data to set goals to maintain or improve the effectiveness of their feedback.

- **Individual:**

- We use a **monitoring and feedback system** that addresses student needs by being **flexible** and provides **real time data** and offers programming decision rules.





PLEASE RESPOND TO THE POLL

What is your **current use** of a monitoring system to support Tier 2 & 3 students?

- 1) We currently do **not** use any monitoring system.
- 2) We currently use a monitoring system that **we designed** and it does **not provide us with real time data.**
- 3) We currently use a monitoring system that requires data to be **manually entered and provides delayed data.**
- 4) We currently use a monitoring system that has an **automated** data entry system and provides **real time data.**



Behavior Rating (see key below)

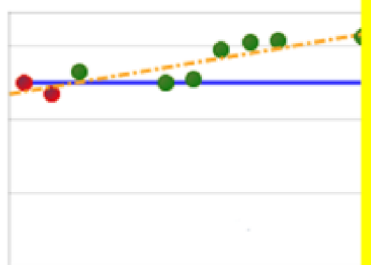
Schedule	Accept Feedback	Follow Directions		Classwork Complete	Homework Complete	Homework Assigned	Student Agrees	Staff Comments/Signature
Before School	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>				Y N		
Social Studies	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>		<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	Y N		
Science	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>		<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	Y N		
Math Intervent	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>		<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	Y N		
Lunch	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>				Y N		
PE	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>		<input type="radio"/> <input type="radio"/>		Y N		
Computer Lab	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>		<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	Y N		
Music	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>		<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	Y N		
Art	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>		<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	Y N		
After School	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>				Y N		

KEY ☐ Student did not consistently demonstrate a target behavior, ☐ Student demonstrated the target behavior most of the time, ☐ Student demonstrated the target behavior

FOR COORDINATOR USE ONLY

Parent Signature

(Adds 10% to total.)



Progress over the last 14 days

Bonus Points

(Each bubble adds 1% to total.)

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Homework/Reading (Write class and title of assignment. Include missing work. If no homework is due, student should read.)

All Homework/Reading Completed

(Adds 10% to total.)

☐ ☐

Parent Initials

Parent/Guardian Comments

Parent/Guardian Signature:

(Parent/Guardian: Sign to acknowledge that student showed you this Daily Monitor. Fill in a bubble to indicate whether homework was or was not completed)

PROMOTE ACADEMIC AND BEHAVIORAL ENGAGEMENT

Engagement consists of academic, behavioral and cognitive subtypes

Academic engagement includes (Dörnyei, 2001):

- A **high rate of student responses** (written and verbal)
- Instruction that is presented in a **gradual release** of responsibility model

Behavioral engagement consists of (Sprick, Booher & Garrison, 2009):

- **Effective feedback** that includes monitoring and self-monitoring
- **Fix-up strategies** that teach students how to manage their behavior
- **Goal setting** skills



PROMOTE ACADEMIC AND BEHAVIORAL ENGAGEMENT

Monitor:

Classwork Complete includes **attentiveness** and **participation** and **completing assigned work** to a level of proficiency. Classwork should be tracked within a check-in system.

Homework Complete that at least meets the performance standard should be tracked within a check-in system.



Sections		Classwork Complete	Homework Complete	Homework Assigned	Student Agrees	Staff Comments/Signature
(+)				Y N		
(+)		(Y) (N)	(Y) (N)	Y N		
(+)		(Y) (N)	(Y) (N)	Y N		
(+)		(Y) (N)	(Y) (N)	Y N		
(+)				Y N		
(+)		(Y) (N)		Y N		
(+)		(Y) (N)	(Y) (N)	Y N		
(+)		(Y) (N)	(Y) (N)	Y N		
(+)		(Y) (N)	(Y) (N)	Y N		
(+)				Y N		
target behavior, appear to be trying. ① Student demonstrated the target behavior most of the time or responded to reminders quickly and respectfully. ② Student demonstrated the target behavior consistently and did not need reminders.						
Points	Homework/Reading (Write class and title of assignment. Include missing work. If no homework is due, student should read.)			Parent Initials	Parent/Guardian Comments	
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PROMOTE ACADEMIC AND BEHAVIORAL ENGAGEMENT

Are you using a multi-tiered approach to promoting academic and behavioral engagement? (.82 effect size)

- **School-wide**
 - Common areas are **structured** to encourage responsible student behavior (e.g., Hallways: music is used during passing time, Staff use an on-time approach to starting class, structured recess etc.)
- **Classroom:**
 - Staff are **trained** and use a **gradual release** of responsibility model of instruction.
- **Individual:**
 - **Classwork and homework** is incorporated in our monitoring system.

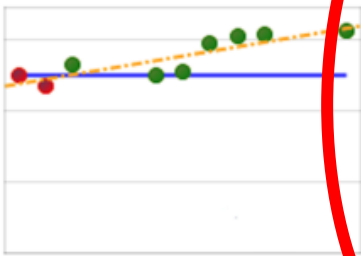


INCREASE STUDENT MOTIVATION (.61 EFFECT SIZE)

- **Expectancy x effort = motivation**
- **$0 \times 10 = 0$**
- Identify what motivates the student-ask the student.
- Pair extrinsic motivation with intrinsic (e.g., goal setting).
- Teach the student how to set goals.



required repeated reminders, and did not appear to be trying. time or responded to reminders quickly and respectfully.

FOR COORDINATOR USE ONLY		Homework/Reading (Write class and title of assignment. Include missing work. If no homework is due, student should read.)	
Parent Signature (Adds 10% to total.)	Y N	Bonus Points (Each bubble adds 1% to total.)	
 <p>Progress over the last 14 days</p>		<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
		All Homework/Reading Completed (Adds 10% to total.)	Parent/Guardian Y N

Parent/Guardian: Sign to acknowledge that student showed you this Daily Monitor. F

Connections Daily Monitor



INCREASE STUDENT MOTIVATION

Are you using a **multi-tiered** approach to **increase student motivation**?

- **School-wide:**
 - Principal's 200 Club (Jenson, 2005)
- **Classroom:**
 - Effective feedback
 - Gradual release
- **Individual:**
 - Goal setting



CONNECT SCHOOL & HOME (.57 EFFECT SIZE)

- Achievement is more closely linked to parental **expectations** than to parents' education, income or occupation (Hong & Ho, 2005)
 $d=0.57$.
- Schools can strengthen parental involvement and impact by **placing the parent(s) in the expert seat, sharing high expectations and specific performance goals.**
- **Increased parental expectations** were associated with **consistent and specific communication** between school and home (Clinton, Hattie & Dixon, 2007).



CONNECT SCHOOL & HOME

Are you using a multi-tiered approach to connect school & home?

- **School-wide:**

- Proactive support for mobile students

- **Classroom:**

- Communicate early and often
- Choose communication tools that work for parents (text, phone, email, etc.)

- **Individual:**

- Daily contact



				Y	N	
behavior, to be trying.		① Student demonstrated the target behavior most of the time or responded to reminders quickly and respectfully.		② Student demonstrated the target behavior consistently and did not need reminders.		
S dds	Homework/Reading (Write class and title of assignment. Include missing work. If no homework is due, student should read.)			Parent Initials		Parent/Guardian Comments
All Homework/Reading Completed (Adds 10% to total.)			Parent/Guardian Signature:			

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FOR MORE INFORMATION

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